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| GRANT | DEADLINE | WEB LINK | SYNOPSIS |
| IML-Laura Bush 21st Century Librarian Program | 15-Dec-08 | <http://www.imls.gov/applicants/grants/21centuryLibrarian.shtm> | Supports projects to develop faculty and library leaders, to recruit and educate the next generation of librarians, to conduct research on the library profession, and to support early career research on any area of library and information science by tenure-track, untenured faculty in graduate schools of library and information science. It also supports projects to attract high school and college students to consider careers in libraries, to build institutional capacity in graduate schools of library and information science, and to assist in the professional development of librarians and library staff. |
| Russell Sage Foundation-Small Grants Program in Behavioral Economics | LOI due: 16-June-09 Application Receipt Date: 15-July-09 | <http://www.russellsage.org/programs/other/behavioral/smallgrants/> | Demonstrate explicit use of psychological concepts in the motivation of the design and the preparation of the results. This program will be administered under the auspices of the Behavioral Economics Roundtable, a group of researchers in behavioral economics formed by the Russell Sage Foundation to encourage inter-disciplinary research in behavioral economics. |
| Gang Resistance Education And Training (G.R.E.A.T.) Program Regional Training Centers | Jan 15, 2009 | <http://www.ojp.usdoj.gov/BJA/grant/09GREATRTCsol.pdf> | The Gang Resistance Education And Training (G.R.E.A.T.) Program (42 U.S.C. § 13921) is a school-based, law enforcement officer-instructed classroom curriculum administered by the Office of Justice Programs’ Bureau of Justice Assistance (BJA) in cooperation with the Department of Justice’s (DOJ’s) Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF). The program's primary objective is prevention and is intended to immunize students against delinquency, youth violence, and gang membership. G.R.E.A.T. lessons focus on providing life skills to students, in grades 4 through 8, to help them avoid engaging in delinquent behavior and violence to resolve problems |
| AERA-American Educational Research Association Research Grants Program | 6-Mar-09 | www.aera.net/grantsprogram/res\_training/res\_grants/RGFly.html | The program's goals are: (1) to stimulate research on issues related to U.S. education policy and practice using NCES and NSF data sets; (2) to improve the educational research community's firsthand knowledge of the range of data available at the two agencies and how to use them; and (3) to increase the number of educational researchers using the data sets. The program supports research projects that are quantitative in nature, include the analysis of existing data from NCES and NSF, and have U.S. education policy relevance. Underrepresented minority researchers are strongly encouraged to apply. |
| Robert Wood Johnson Foundation-Childhood Obesity | 14-Jan and 22-Jan-09. Applicant conference calls; 9-Feb-09 Brief Proposal; 14-May-09 Full Proposal | http://www.rwjf.org/applications/solicited/cfp.jsp?ID=20603 | The primary goal of this funding is to implement healthy eating and active living initiatives that can support healthier communities for children and families across the United States. The program places special emphasis on reaching children who are at highest risk for obesity on the basis of race, ethnicity, income and/or geographic location. Studies of Policy, Science, Engineering and Technology (SPS). The components overlap, but are distinguished by the different scientific and scholarly orientations they take to the subject matter, as well as by different focuses within the subject area. STS provides the following modes of support: Scholars Awards, Standard Research Grants and Grants for Collaborative Research, Postdoctoral Fellowships, Professional Development Fellowships, Doctoral Dissertation Research Improvement Grants, Small Grants for Training and Research, Conferences and Workshop Awards, |
| 84.293A Foreign Language Assistance Program (LEAs-IHE Partnerships) | 13-Apr-09 | 84.293A Foreign Language Assistance Program (LEAs-IHE Partnerships) | This program provides grants to establish, improve, or expand innovative foreign language programs for elementary and secondary school students. In awarding grants under this program, the secretary of education supports projects that: (a) show the promise of being continued beyond their project period and (b) demonstrate approaches that can be disseminated and duplicated by other LEAs. The program supports foreign language instruction in elementary schools, immersion programs, curriculum development, professional development, and distance learning. |
| 84.293B Foreign Language Assistance Program (LEAs) | 13-Apr-09 | 84.293B Foreign Language Assistance Program (LEAs) | This program provides grants to establish, improve, or expand innovative foreign language programs for elementary and secondary school students. In awarding grants under this program, the secretary of education supports projects that: (a) show the promise of being continued beyond their project period and (b) demonstrate approaches that can be disseminated and duplicated by other LEAs. The program supports foreign language instruction in elementary schools, immersion programs, curriculum development, professional development, and distance learning. |
| 84.293C Foreign Language Assistance Program (SEAs) | 13-Apr-09 | 84.293C Foreign Language Assistance Program (SEAs) | This program provides grants to establish, improve, or expand innovative foreign language programs for elementary and secondary school students. In awarding grants under this program, the secretary of education supports projects that promote systemic approaches to improving foreign language learning in the state. Projects promote systemic approaches for improving foreign language learning including development of state foreign language standards, development of foreign language assessments, professional development, and distance learning. |
|  |  |  | **Institute of Education Sciences** |
| 84.305A-01 Education Research (Unsolicited Opportunities) | 26-June-09 and 2-Oct-09 | Education Research | Grant Programs: Reading and Writing; Mathematics and Science Education; Cognition and Student Learning; Teacher Quality--Reading and Writing; Teacher Quality--Mathematics and Science Education; Social and Behavioral Context for Academic Learning; Education Learning; Education Policy, Finance, and Systems; Early Childhood Programs and Policies; Middle and High School Reform; Interventions for Struggling Adolescent and Adult Readers and Writers; Postsecondary Education; Education Technology |
|  |  | Special Education Research Programs | Grant Programs: Early Intervention and Early Childhood Special Education; Reading, Writing, and Language Development; Mathematics and Science Education; Social and Behavioral Outcomes to Support Learning; Transition Outcomes for Special Education Secondary Students; Cognition and Student Learning in Special Education; Teacher Quality; Related Services; Systemic Interventions and Policies for Special Education; Autism Spectrum Disorders |
|  |  | Postdoctoral Research Training Program in the Education Sciences CFDA 84.305B | The Institute's research grant competitions are designed to produce research that contributes to the solution of education problems identified by education decision-makers and practitioners. These research grant programs target key student outcomes and the types of research questions posed by education decision-makers and practitioners.1 In early childhood, the primary outcomes of interest are school readiness and developmental outcomes for infants and toddlers with disabilities. From kindergarten through Grade 12, the core academic outcomes of reading, writing, mathematics, and science are the central outcomes of interest, as well as social and behavioral skills that support academic learning in school and successful transitions to employment, independent living, and post-secondary education. The same outcomes are emphasized for students with disabilities across each of these periods, and include the functional outcomes that improve educational and transitional results. At the postsecondary level, the Institute focuses on improving access to and completion of postsecondary education. Finally, for adults with low levels of education, the Institute supports research to improve the acquisition of basic reading, writing, and mathematics skills. |
|  |  | Postdoctoral Research Training Program in Special Education CFDA 84.324B | The Institute's research grant competitions are designed to produce research that contributes to the solution of education problems identified by education decision-makers and practitioners. These research grant programs target key student outcomes and the types of research questions posed by education decision-makers and practitioners.1 In early childhood, the primary outcomes of interest are school readiness and developmental outcomes for infants and toddlers with disabilities. From kindergarten through Grade 12, the core academic outcomes of reading, writing, mathematics, and science are the central outcomes of interest, as well as social and behavioral skills that support academic learning in school and successful transitions to employment, independent living, and post-secondary education. The same outcomes are emphasized for students with disabilities across each of these periods, and include the functional outcomes that improve educational and transitional results. At the postsecondary level, the Institute focuses on improving access to and completion of postsecondary education. Finally, for adults with low levels of education, the Institute supports research to improve the acquisition of basic reading, writing, and mathematics skills. |
|  |  | Predoctoral Interdisciplinary Research Training Programs in the Education Sciences | To address the shortage of education scientists who are prepared to conduct rigorous education research, the Institute of Education Sciences established a training grant program to support the development of a new generation of education scientists – the Predoctoral Interdisciplinary Research Training Programs in the Education Sciences. Currently, the Institute supports 13 interdisciplinary predoctoral research training programs. Students are being trained to develop education interventions (e.g., curricula, professional development) that are grounded in a science of learning; to evaluate education programs, practices, and policies using rigorous and well-implemented experimental and quasi-experimental designs; and to employ sophisticated statistical methods to examine large state and local datasets to identify potential solutions to education problems. Competitions for the interdisciplinary predoctoral research training programs occur on an irregular basis. |
|  |  | National Research and Development Centers | The National Research and Development Centers of the Institute of Education Sciences contribute significantly to the solution of education problems in the United States by engaging in research, development, evaluation, and national leadership activities aimed at improving the education system, and ultimately, student achievement. Each of the Centers conducts a focused program of research that addresses a specific education problem. Each Center works cooperatively with the Institute to provide relatively rapid research and scholarship on supplemental questions that emerge within the Center’s topic area and that are not being addressed adequately elsewhere. In addition, each Center provides national leadership in advancing evidence-based practice and policy within its topic area. Competitions for the interdisciplinary predoctoral research training programs occur on an irregular basis. |
|  |  | Special Education Research and Development Centers | The Special Education Research and Development Centers of the Institute of Education Sciences contribute to the solution of significant special education and early intervention problems in the United States by engaging in research, development, evaluation, and national leadership activities aimed at improving child outcomes through enhancements in the special education and early intervention systems. Each Center conducts a focused program of research in a specific topic area. Each Center works cooperatively with the Institute to provide relatively rapid research and scholarship on supplemental questions that emerge within the Center’s topic area and that are not being addressed adequately elsewhere. In addition, each Center provides national leadership in advancing evidence-based practice and policy within its topic area. Competitions for the interdisciplinary predoctoral research training programs occur on an irregular basis. |
|  |  | Statistical and Research Methodology in Education CFDA 84.305D | Under this program, the Institute is interested in a wide range of topics. For example, the Institute encourages applications to improve the design and analysis of the evaluation of education interventions (field experiments and quasi-experiments) to increase the generalizability of studies. When random assignment is not feasible to evaluate the impact of an intervention, nonexperimental comparison group methods (e.g., instrumental variables, propensity score matching, fixed effects models) are typically employed. The Institute is interested in research that examines nonexperimental comparison group methods to determine which methods best reduce selection bias in estimates of the effect and the conditions that are necessary for producing such results. The Institute also encourages research that addresses methodologies typically used in special education studies on low incidence disabilities, such as single case experimental designs. Through this program the Institute supports the development of reference tools that would support the design of evaluations (e.g., estimates of intra-correlations for common achievement and behavioral measures reported by grade, estimates of typical gains across a wide variety of measures relevant to education and special education). |
|  |  | Evaluation of State and Local Education Programs and Policies CFDA 84.305E | The Institute recognizes that evidence-based answers for all of the decisions that education decision-makers and practitioners must make every day do not yet exist. Furthermore, education leaders cannot always wait for scientists to provide answers. One solution for this dilemma is for the education system to integrate rigorous research and evaluation into the core of its activities. The Institute believes that the education system needs to be at the forefront of a learning society—a society that plans and invests in learning how to improve its education programs by turning to rigorous evidence when it is available, and by insisting that when we cannot wait for evidence of efficacy that the program or policy we decide to implement be evaluated as part of the implementation. |
|  |  |  | **Office of Elementary and Secondary Education (OESE)** |
| 84.141A Migrant Education--High School Equivalency Program | 23-Feb-09 | Migrant Education--High School Equivalency Program | The High School Equivalency Program (HEP) helps migratory and seasonal farmworkers (or children of such workers) who are 16 years of age or older and not currently enrolled in school to obtain the equivalent of a high school diploma and, subsequently, to gain employment or begin postsecondary education or training. HEP participants receive developmental instruction and counseling services intended to prepare them to: 1. Complete the requirements for high school graduation or for General Educational Development (GED) certificates; 2. Pass standardized tests of high school equivalency; and Participate in subsequent postsecondary education and career activities. The major support services offered through HEP are counseling, job placement, health care, financial aid stipends, housing for residential students, and cultural and academic programs. |
| 84.149A Migrant Education--College Assistance Migrant Program | 23-Feb-09 | Migrant Education--College Assistance Migrant Program | The College Assistance Migrant Program (CAMP) assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an IHE. The funding supports completion of the first year of studies. Services include outreach to persons who are eligible, counseling, tutoring, skills workshops, financial aid stipends, health services, and housing assistance to eligible students during their first year of college. Limited follow-up services are provided to participants after their first year. |
| 84.258A Even Start Family Literacy Program Grants for Indian Tribes and Tribal Organizations | 30-Mar-09 | Even Start Family Literacy Program Grants for Indian Tribes and Tribal Organizations | The purpose of this program is to help break the cycle of poverty and illiteracy by improving education opportunities of low-income families. This program integrates early childhood education, adult literacy or adult basic education, parenting education, and interactive parent-child literacy activities into a unified family literacy program for federally recognized Indian tribes and tribal organizations. Projects provide integrated family literacy services that include: research-based early childhood education; adult literacy (adult basic and secondary-level education and instruction for limited English proficient [LEP] individuals); parenting education; and interactive parent-child literacy activities for eligible families, often through other entities providing these services, such as Head Start programs and other public and private community-based groups. Projects operate year-round, including the summer months, and provide staff training and support services, such as child care and transportation-when unavailable from other sources-to enable participation in core education activities. |
| 84.299A Demonstration Grants for Indian Children | 13-Mar-09 | Demonstration Grants for Indian Children | This program is designed to improve the education opportunities and achievement of preschool, elementary, and secondary school Indian children by developing, testing, and demonstrating effective services and programs. The absolute funding priorities for the program in FY 2008 limit project services to: (1) school readiness projects that provide age appropriate educational programs and language skills to three- and four-year-old Indian students to prepare them for successful entry into school at the kindergarten level; and (2) college preparatory programs for secondary school students designed to increase competency and skills in challenging subject matter, including mathematics and science, to enable Indian students to transition to postsecondary education. |
| 84.299B Indian Education Professional Development Grants | 13-Mar-09 | Indian Education Professional Development Grants | The program is designed to prepare and train Indians to serve as teachers and school administrators. Professional development grants are awarded to: increase the number of qualified individuals in professions that serve American Indians; provide training to qualified American Indians to become teachers, administrators, teacher aides, social workers, and ancillary education personnel; and improve the skills of those qualified American Indians who already serve in these capacities. Individuals trained under this program must perform work related to their training and that benefits Indian people or repay the assistance received. The absolute funding priorities for the program in FY 2008 limit project services to preservice training for teachers and preservice training for school administrators. |
| 84.359A/B Early Reading First Program | Pre-App 5-Feb-09 & Full App 23-Apr-09 | Early Reading First Program | The program supports the development of early childhood centers of excellence that focus on all areas of development, especially on the early language, cognitive, and pre-reading skills that prepare children for continued school success and that serve primarily children from low-income families. Funds must be used to: Enhance children's language, cognitive, and early reading skills through professional development for teachers; Provide early language and reading development and instructional materials as developed from scientifically based reading research; Provide preschool-age children with cognitive learning opportunities in high quality language and literature-rich environments; Use screening assessments to effectively identify preschool children who may be at risk for reading failure; and Improve existing early childhood programs by integrating scientifically based reading research into all aspects of the program (including instructional materials, teaching strategies, curricula, parent engagement, and professional development). |
| 84.368A Grants for Enhanced Assessments | 15-Apr-09 | Grants for Enhanced Assessment Instruments | The objectives of this program are to: (1) improve the quality, validity, and reliability of state academic assessments; (2) measure student academic achievement using multiple measures of student academic achievement from multiple sources; (3) chart student progress over time; and (4) evaluate student academic achievement through the development of comprehensive academic assessment instruments, such as performance and technology-based academic assessments. Projects that address program objectives by producing significant research regarding assessment systems, assessments, or related methodologies, products, or tools. |
| 84.371A Striving Readers | 6-Jul-09 | Striving Readers | This program is aimed at improving the reading skills of middle school- and high school-aged students who are reading below grade level. Striving Readers supports the implementation and evaluation of research-based reading interventions for struggling middle and high school readers in Title I eligible schools that are at risk of not meeting or are not meeting adequate yearly progress (AYP) requirements under the No Child Left Behind Act, or that have significant percentages or number of students reading below grade level, or both. The goals of this program are to: Raise student achievement in middle and high schools by improving the literacy skills of struggling adolescent readers; and Help build a strong, scientific research base around specific strategies that improve adolescent literacy skills. |
|  |  |  | **Office of Safe and Drug Free Schools (OSDFS)** |
| 84.184H Safe and Drug-Free Schools-Prevention of High Risk Drinking and Violent Behavior among College Students | 1-Apr-09 | Prevention of High Risk Drinking and Violent Behavior among College Students | This program provides funds to develop, enhance, implement, and evaluate campus-based and/or community-based prevention strategies to reduce high-risk drinking or violent behavior among college students. Prevention initiatives should be designed to reduce both individual and environmental risk factors and enhance protective factors in specific populations and settings. |
| 84.184N Alcohol and Other Drug Prevention Models on College Campuses | 4-Apr-09 | Alcohol and Other Drug Prevention Models on College Campuses | The goals of this program are to identify and disseminate information about exemplary and effective alcohol or other drug (AOD) abuse prevention programs implemented on college campuses. Through this grant program, the Department of Education will also recognize colleges and universities whose programs, while not yet exemplary or effective, show evidence that they are promising. An IHE that receives funding as an exemplary or effective program must enhance and further evaluate, and disseminate information about the AOD-prevention program being implemented on its campus. An IHE recognized as having a promising program must enhance and further evaluate its program. |
| 84.215E Elementary and Secondary School Counseling | 28-Jan-09 | Elementary and Secondary School Counseling | This program provides funding to LEAs to establish or expand elementary and secondary school counseling programs, with special consideration given to applicants that can: Demonstrate the greatest need for counseling services in the schools to be served; Propose the most innovative and promising approaches; and Show the greatest potential for replication and dissemination. Projects should: (1) use a developmental, preventive approach, (2) expand the inventory of effective counseling programs, (3) include in-service training, and (4) involve parents and community groups. |
| 84.215F Carol M. White Physical Education Program | 6-Mar-09 | Carol M. White Physical Education Program | The Carol M. White Physical Education Program provides grants to LEAs and community-based organizations (CBOs) to initiate, expand, or enhance physical education programs, including after-school programs, for students in kindergarten through 12th grade. Grant recipients must implement programs that help students make progress toward meeting state standards. Funds may be used to provide equipment and support to enable students to participate actively in physical education activities. Funds also may support staff and teacher training and education. |
| 84.215H Carol M. White Physical Education Program | 24-Feb-09 | Carol M. White Physical Education Program | This program provides assistance to eligible children to become ready for school. To be eligible for funding, a project must propose to: Deliver services to eligible children and their families that foster eligible children’s emotional, behavioral, and social development; Coordinate and facilitate access by eligible children and their families to the services available through community resources, including those related to mental health, physical health, substance abuse, education, domestic violence prevention, child welfare, and social services; and Develop or enhance early childhood community partnerships and build toward a community system of care that brings together child-serving agencies or organizations to provide individualizedsupports for eligible children and their families. |
| 84.215M Grants for the Integration of Schools and Mental Health Systems | 23-Feb-09 | Grants for the Integration of Schools and Mental Health Systems | This program provides grants to SEAs, LEAs, and Indian tribes for the purpose of increasing student access to quality mental health care by developing innovative programs that link school systems with local mental health systems. A funded program must include all of the following: Enhancing, improving, or developing collaborative efforts between school-based service systems and mental health service systems to provide, enhance, or improve prevention, diagnosis, and treatment services to students; Enhancing the availability of crisis intervention services, appropriate referrals for students potentially in need of mental health services, and ongoing mental health services; Providing training for the school personnel and mental health professionals who will participate in the program; Providing technical assistance and consultation to school systems and mental health agencies, and families participating in the program; Providing linguistically appropriate and culturally competent services; and Evaluating the effectiveness of the program in increasing student access to quality mental health services, and making recommendations to the secretary of education about sustainability of the program. |
| March of Dimes Research Program | 30-Apr-09 | March of Dimes | Research subjects appropriate for support by the March of Dimes include biological processes governing development, genetics, clinical studies, studies of reproductive health, environmental toxicology, and social and behavioral studies. The March of Dimes are interested in applications proposing research that advances our understanding of—and therefore our ability to prevent—the cognitive and behavioral risks that affect outcomes of pregnancy, the perinatal period, and subsequent child development. Because change in behavior is an important component of several of our campaigns, the March of Dimes are interested in studies that address this method of prevention. |
| Innovative Math and Science Programs in Middle and High Schools | 30-Mar-09 | [http://www.hp.com/hpinfo/grants/us/hpiie.html](https://mail.okstate.edu/owa/redir.aspx?C=31b0f26e9f104d37add439070aaca185&URL=http%3a%2f%2fwww.hp.com%2fhpinfo%2fgrants%2fus%2fhpiie.html) | The 2009 HP Innovations in Education grants for secondary school districts in the United States will provide funding to school districts working to launch innovative pilot initiatives that support administrators and teachers responsible for student success in math and science in middle and/or high schools. HP plans to award approximately twenty-five grants to public or qualified private school districts. Each grant is valued at more than $270,000 in HP technology, cash, and professional development. Projects must promise innovations in leadership capacity (creating a network of school administrators and key teachers who implement innovative approaches to curriculum, instruction, and the use of technology to enhance math/science learning), digital learning environments (this can include innovations in online learning, virtual worlds, gaming for learning, and simulations), the secondary student design and research experience (making math and science real and relevant by involving secondary students in design and research challenges that address real needs in society; this can include local and/or global service learning), and high-tech career awareness (engaging administrators, teachers, and students in ways that increase awareness and interest in high-tech college degree programs and careers). |
| National Aeronautical and Space Administration Category - Earth and Space Science Research | 31-Oct-09 | [http://nspires.nasaprs.com/external/solicitations/summary.do?method=init&solId={7A237BC8-9809-BB78-](https://mail.okstate.edu/owa/redir.aspx?C=31b0f26e9f104d37add439070aaca185&URL=http%3a%2f%2fnspires.nasaprs.com%2fexternal%2fsolicitations%2fsummary.do%3fmethod%3dinit%26solId%3d%257b7A237BC8-9809-BB78-9C86-BB33ACF962C9%257d%26path%3dopen) | This NASA Research Announcement (NRA) solicits proposals for supporting basic and applied research and technology across a broad range of Earth and space science program elements relevant to one or more of the following NASA Research Programs: Earth Science, Heliophysics, Planetary Science, and Astrophysics. This ROSES NRA covers all aspects of basic and applied supporting research and technology in space and Earth sciences, including, but not limited to: theory, modeling, and analysis of SMD science data; aircraft, stratospheric balloon, and suborbital rocket investigations; development of experiment techniques suitable for future SMD space missions; development of concepts for future SMD space missions; development of advanced technologies relevant to SMD missions; development of techniques for and the laboratory analysis of both extraterrestrial samples returned by spacecraft, as well as terrestrial samples that support or otherwise help verify observations from SMD Earth system science missions; determination of atomic and composition parameters needed to analyze space data, as well as returned samples from the Earth or space; Earth surface observations and field campaigns that support SMD science missions; development of integrated Earth system models; development of systems for applying Earth science research data to societal needs; and development of applied information systems applicable to SMD objectives and data. |
| US Department of Justice Category - Children's Justice Act Partnerships for Indian Communities | 6-Apr-09 | [http://www.ojp.usdoj.gov/ovc/fund/dakit.htm](https://mail.okstate.edu/owa/redir.aspx?C=31b0f26e9f104d37add439070aaca185&URL=http%3a%2f%2fwww.ojp.usdoj.gov%2fovc%2ffund%2fdakit.htm) | A total of up to $2.5 million is available to federally recognized Indian tribes and nonprofit tribal organizations to help American Indian and Alaska Native (AI/AN) communities develop, establish, and operate specialized services and procedures to improve the investigation, prosecution, and overall handling of cases of child abuse, and to address the needs of AI/AN child abuse victims in a manner that lessens the trauma to the victims and increases culturally appropriate service provision. |